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AUTHOR Campbell, Patricia
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ABSTRACT

This report describes the approach to teaching German used at Rose Hill Junior High School in Redmond, Washington. The program provides for individualized instruction, and no major emphasis is put on any basic textbook. The program's development is summarized, followed by detailed discussion of the following: (1) the first phase of implementation, (2) use of learning games, (3) students' reaction to textbook material, (4) availability of materials, (5) procedure for determining assignments, (6) due dates for assignments, (7) environmental features, (8) paraprofessional aids, (9) evaluation of phase 1, (10) program results, (11) phases 2 and 3, and (12) philosophy, goals, and objectives. Appended to the report is a list of games used in the Rose Hill German course. Availability and price information is included for each game. (PMP)

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A PERSONALIZED, NON-TEXTBOOK-ORIENTED APPROACH TO LEARNING GERMAN AT ROSE HILL JUNIOR HIGH

13505 N.E. 75th St.
Redmond, Washington 98052

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By
Patricia Campbell
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A PERSONALIZED, NON-TEXTBOOK-ORIENTED APPROACH TO

LEARNING GERMAN AT ROSE HILL JUNIOR HIGH

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The purpose of this report is to present an approach to learning German in a junior high school without major emphasis on any basic textbook. What makes this program somewhat unique is that it puts into practice at the junior high level what is so prevalent in educational theories and discussions today. It provides for individualized instruction not only in terms of allowing students to progress at a learning rate commensurate with their apparent abilities, but also by providing a multitude of materials that reflect the needs and interests of each individual.

Historical Development

Seven years ago, I began to develop what was then termed a continuous progress, individualized program for German students in the junior high. Basically it freed students to progress at a comfortable and challenging learning rate and they worked from a basic text. With few exceptions, they all did the same assigned work, only at differing rates. Unit tests were graded on the basis of a standard achievement level of between 80 and 90% accuracy. Students had to achieve this level before continuing to the next assignment. There were no grades for tests; students either passed, had to correct errors, or retake the quiz or unit test. Progress check lists and study guides were available so students could keep account of their work. I developed a grade book more suitable to the style of instruction than was provided by the school. Students received progress reports to be signed by parent or guardian approximately every six weeks. Final course grades were based on student achievement and effort and were arrived at jointly by students and teacher. Achievement was described in terms of goals set by the teacher and student as to how many chapters the student felt he could

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finish in a given term. These goals were subject to periodic change.

District curriculum guides were updated to include specific assignments and tests designed to facilitate continuous progress based on the textbook all teachers were using. This change in mode of instruction and learning appeared to satisfy students and teachers far more than the traditional approach which had operated under the assumption that everyone was to do the same assignment at the same rate. Brighter students no longer had to wait for the rest of the class before progressing, slower students no longer had to feel pressured to keep up with the rest of the class. More students were able to get a better chance to share the teacher's time because not all were requesting assistance at the same time on the same assignment or even on different assignments.

There were problems with this system, however, as there always are in any program, new or old. I was the only junior high teacher in the district willing to develop a fairly complete program based on the concept of individualized instruction. Most of the high school teachers were experimenting; some succeeding, some not. Most teachers felt the transition was too much work for the rewards gained. My philosophy has always been to try something if it looks good to me and this concept was appealing. While I was working with it for four years and experiencing fairly good results, the concept of individualized instruction began to receive considerable attention in foreign language journals as well as other major educational journals. National conferences were including the topic for discussion sessions and people began to debate the issue with more theory and research to guide them.

It became apparent to me by the middle of the 1971-72 school year that what I was doing for the students still was not enough. I began to think about what critics were saying against continuous progress individualized instruction programs in their present state and realized what they were saying was true.

Classes are not really individualized until they not only provide for learning differences in terms of rate, but also provide materials of all kinds to meet the needs and interests of all students. To implement this theory required more than a simple change. It certainly would be a lot easier said then done. How were teachers to provide a multitude of materials when they were "stuck" with one textbook? Besides that, where could they get the money for the materials, what would they do with the textbooks they had, where would they find time in an already highly structured program to incorporate these materials, where would they find time to adequately familiarize themselves with the material, prepare viable lesson plans, tests, etc., what about the updated curriculum guides just completed based on one textbook series, what about controversial articulation agreements still in existence that in spite of the fact that students were allowed to progress at their own rate of learning, still required the "majority" of students to have completed a certain chapter of the text in order to fit in with high school students upon entry at the high school? Because teachers were not getting adequate answers or solutions to these questions most were ignoring the latest theories.

Luck was with me when these questions and arguments began appearing. I believed so much in the theory espoused by the "experts," many of whom were not teaching in public schools and definitely not at the junior high level, that I was determined to find an answer to the problem and implement the theory into practice.

In April of 1972, my school district (Lake Washington School District) began offering mini-grants for teachers who wanted to try something new or develop a project during the summer months that required district funding. I applied for a $150 grant and received it. I applied because I knew I was not fully succeeding in my program, especially with the slow learners.

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I was operating under the unwritten policy that any child at the school was entitled to enroll in German and succeed in it. It was the latter part that I was having trouble achieving. Although the slower learners tried their best and so did I, they were unable to successfully learn the language as it was being presented to them. When I actually thought about it, it really didn't make sense to have all my students learning from the same textbook if I on the one hand admitted they were all individuals with different learning strengths, learning rates, learning styles, learning needs and interests, learning times, with different reactions to learning. How could I expect them to all enjoy learning from one text, especially when some were experiencing reading difficulties in their native language?

By coincidence, the rest of the German teachers in the district were purchasing the revised edition of the textbook. I was unable to because my books were still relatively new. They needed at least one more year's use before it would warrant the school to buy new ones. Besides, the French department was buying new books and our budget wouldn't stretch that far.

Since the other teachers were going to be using the new text and I would be using the older one it really wouldn't make as much difference were I to try something new because my materials would be slightly different anyway. I was getting tired of teaching from the same book five years in succession and practically had it memorized. The students weren't getting the benefit of a teacher freshly enthused about her profession.

Obtaining Materials

It was agreed I would try a pilot project for the 1972-73 school year based on the success of my findings. With the $150, I shopped in the various toy and variety stores in Germany during the summer mainly to find materials for my slower learners. (I had planned to go to Germany, grant or no grant.)

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I was amazed at the many items that could be used in the classroom, especially for my slower students. I bought ten learning games, some of which I knew could be used by all students, some by the brighter students. I also purchased picture dictionaries of varying styles and difficulty, puzzles for children that required matching words with pictures, puzzles for learning the geography of Germany, quartett card games with culturally authentic face cards, a few modern American records sung in German, books on etiquette for children, books on letter writing, books with short stories describing pictures, and miscellaneous items that could be used in the classroom. With my own funds I took slides primarily to show cultural differences in everyday living.

With my cassette tape recorder I recorded conversations of German children, radio and television programs, and interviews between myself and German people young and old, trying to get as many of the different dialects recorded as possible. I asked children to read something from a popular book they were reading and then I copied on paper what they recorded so my students could later read it as they were hearing it. One boy gave me dozens of German comic books.

First Phase of Implementation

When I returned from Germany ready to use these new materials (I had them sent from Germany,) I was full of enthusiasm and confidence that this was going to be a much better year than last. I had a few weeks to become familiar with all the material. When school began, my former students and new students were intrigued with all they saw the first day back to school. I had carefully rearranged the room to allow more display space. The learning games were all on two tables, souvenirs of items typically found in Germany were hanging on the walls, brightly covered new and varied books with pictures and interesting information were spread around the room, and the comic books

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were in full view. (The textbooks were on the shelves and were not used until much later in the year.)

To my surprise, all my students wanted to learn with the learning games and not just the slower learners. To some readers it is probably a surprise that I should have been surprised by that reaction. It shows how little I really knew about the interests and needs of all my students. One would probably wonder if the students lost their interest and enthusiasm once they had investigated all the material. I decided to develop a curriculum more or less day by day based on the new materials mostly because I hadn't had adequate time to develop a long-range curriculum. This was truly going to be an experimental year. It was amazing to me how much learning could be gleaned from the materials. I had no idea how long all the material would last physically and educationally into the school year. They were still going strong in late November when we had "Open House."

Students were excited to tell their parents about the new German program and to show them the materials. Parents were very much impressed. Native German parents were particularly interested and pleased to see we were using authentic materials from Germany. We made it clear that the German students do not use the materials in their schools but instead in their homes for enrichment.

Use of Learning Games

Many of the learning games were designed for youngsters in Germany aged five to ten which didn't really bother my students because they realized they were at the achievement level in German of youngsters much younger than themselves in Germany. Other games were clearly designed for older students in Germany and could be used in high school classes in America or for the gifted junior high students. The remarkable aspect of this whole idea was that the students often made up their own assignments that required more skill than

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those I had made or were more interesting to them.

No one could say after viewing these students for a year, or even for a day that junior high students are too old to enjoy learning with games. When I selected the games I tried to get those that would teach what my students were trying to learn from their textbook and more, while also providing a range of difficulty from fairly easy to fairly difficult. By chance, not only did I succeed in that task, but each game contained vocabulary learned from a previous game only presented in a different manner. I hadn't thought of it before but I guess that would be natural since a youngster only deals with a certain amount of words when he is learning to read anyway. What pleased me was the games were then well integrated with each other and reinforcement of new words learned in previous games was automatic. I couldn't have planned it better. The store clerks in Germany were most cooperative in helping me find what I wanted.

One of the strange outcomes was that the students seldom actually played the games. They saw them primarily as learning devices and would want to go to the next one in order of difficulty so they could learn new words.

Each game consists of about 100 words. Some are designed to simply teach the words that match the pictures, some involve matching syllables and descriptive pictures to make a word, others emphasize proper spelling with pieces that don't fit unless the spelling is correct. The spelling game includes umlauts and both capital and small letters. Another game stresses sentence structure. About fifty possible sentences can be made at one time if the player/learner puts the words in the proper order. Each card has a picture part and a word on it. When properly matched the sentence reads correctly and the descriptive picture is complete. The sentences usually consist of five to six words. This game is one of the more difficult games for beginning students. A couple of games teach the international traffic signs. My advanced students wanted to even try the learning games. The reason was that a lot of the words were new

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to them too, because they were the practical, basic, everyday sort of words often never found in the textbook. One of them deals with pets, wild animals, fruits and vegetables, street scene objects, colors, water scene objects, containers, food, cooking and eating utensils, tools, and nature objects. The pictures and words are culturally authentic.

The only time the students actually played the games was when they wanted to. They had been so conditioned to playing games only on "special" days under the former system, that the thought evidentally never occurred to them to incorporate the actual game rules in the learning process for they still reserved "special" school days for playing the games. When they did play, however, they first learned how to speak the appropriate phrases for playing a game in German.

I constantly kept in mind what my students had learned by a particular time the previous year using the textbook and checked to see that they were not learning less because of the new system. Of course at the same time they were learning from the games, more and more of the former so-called supplementary materials became more relevant to their learning and were therefore incorporated into the program. The picture dictionaries were used simultaneously, or in sequence after all the games had been learned.

Each day I let groups or individuals select what they wanted to learn. Sometimes they wanted to learn from something for which I had not had the time to prepare an assignment or study sheet but that did not deter the students. They devised their own learning plans. Usually I made a tape of all new words to be found in a game and would have to add the der, die, or das, because the games did not include them since German students would learn them naturally. Next I typed the words on a ditto and when a group was ready they listened to the tape and some read the words at the same time. Later we recited the words to check pronunciation. When students were left to learn the words on their

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own, they made vocabulary flash cards with the words in both languages, one on a side. Some preferred to study with their ditto sheets, others with the game itself, and still others with the tape. Some made a recording of the tape to take home for study.

Reaction to Text

What was happening was the learning games and former supplementary materials were becoming the core of the curriculum and the former textbook was assuming a secondary role. As the year progressed and the majority of students had gone through most of the games and related material, I introduced the textbook again for a more formal approach to learning. No one said 'Oh no!,' no one said "ugh," instead, students were proud and happy to learn how much of what was in the text they already knew and more! Beginning students started on chapter four and five instead of chapter one. Advanced students also found they had progressed several chapters. In every succeeding chapter they found something they had already learned through the other materials. They were able to complete each chapter at a faster rate and finished the year in the same chapter as the majority had the previous year.

I was ready to go back to the textbook, temporarily, because I had had a chance to experiment and had been very busy making new study sheets and helping to plan or direct the planning of new assignments from new materials. We used the text for the conversations that could be read aloud in parts and listened to on tape. We no longer used all portions of the chapters. Many students wanted to read the conversations with a partner or alone for practice in listening to their own pronunciation and expression or they chose such an activity for an assignment.

We also continued to use the workbooks that came with the text for grammar and sentence structure exercises. The point to be made is that, although we were all very willing to initially "do away with" the book, after several months

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vacation from it, it found its place again in the curriculum not perhaps in the same position of emphasis as it once was but it sure was appreciated more. I was happy to hear students ask to take a book home. It had been a long time since my students had willingly and enthusiastically asked to take their book home.

Availability of Materials

Since most of the materials we were using came from Germany and in many instances we only had one copy of an individual item, it was the generally accepted rule that those items remain in the classroom. Students never had to request for materials in class. Everything had its place and students had free access to everything. Surprisingly only one or two games were in pretty dire condition by the end of the year. After all, I doubt that the manufacturers had intended 100 students to use the games over and over all year long. The books and games were all very well constructed. Cards with pictures on them, etc., were made of very durable heavy material. Because the students enjoyed the way they were learning, nothing was stolen, lost, or damaged the entire year. Students even put away the games at the end of the period without having to be told! I noticed the textbooks were not so worn either, partly because they weren't used as much, and partly because the students had a greater respect for them.

All flash cards, tapes, and dittoes were always allowed out of the classroom. Occasionally I would let students take a game home for the weekend with the assurance they would return it on Monday morning.

Procedure for Determining Assignments

As the year progressed I was able to plan a variety of assignments of varying difficulty based on many of the different materials available. I kept a copy of every assignment in a large three-ring binder and eventually categorized them according to level of difficulty and subject. At first all the students were pretty much working on the same assignment at different rates

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much as we had done before, only this time they enjoyed it more because the medium was more to their liking. We'd practice conversing in German based on the games. It is amazing how much could be said about a picture once the necessary vocabulary was learned. We also set up mock kitchens, living rooms, recreation rooms, stores, etc., and acted out situations. Some students video-taped themselves and others used their family super-8 cameras for skits. Students gradually worked into assignments of their own choosing once the sounds and structure had been learned or they showed an interest in something new.

Grading

I developed a grade book with a sheet of paper for every two students. Each class had a folder in which I kept these sheets. The form was very simple: the paper was divided in half vertically and lines were drawn horizontally. Every other space had a number indicating the assignment. There was a space to check when the assignment was completed and the date it was completed. When a student selected an assignment, it was written in the grade book. For an A grade most students completed approximately ten assignments in a twelve-week period; for a B, eight; a C, six; and a D, four. Grades were given as a school policy. As was mentioned earlier and the practice still exists, grades were earned on the basis of the amount of work achieved depending on the goals the student and I set, and the amount of effort put forth in reaching the goals.

Each student selected an assignment that was appealing and comfortably challenging. It was a rare occasion when I disagreed with a selection. Consequently, the majority of students received grades of A or B because they worked hard on assignments they selected and passed the tests with the required 80-90% accuracy. Tests were given mostly orally with visual cues and students knew in advance what to study. The advanced students took more written tests than the beginning students. All students were instructed to

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take a test only when they felt they could pass it and they were encouraged to take a practice test alone or with a partner. Students have different ways of studying and they can learn from each other's strategies. Often a student who had already successfully passed a test helped test or actually administer a test in some cases when I was particularly busy. These assistants were sometimes harder on the students than I was.

Due Dates for Assignments

Generally most assignments were designed to take a week to complete. Not only was there a variety of materials offered, there were many different ways of learning from them; the number and degree were subject only to the ingenuity of the teacher and the students. Since the students knew beforehand how many assignments had to be completed before the end of a term for each grade, there was little trouble getting assignments in on time. Naturally some students needed the usual prodding to get started and there were those who needed help learning how to learn and learning how to set up good study habits and time schedules. One of the advantages of this program was the amount of time that could be taken, if properly scheduled, to counsel students. If there wasn't enough class time it was advisable to use a preparation period.

Role of Teacher

If an individualized program is well organized, teachers will not be so much in constant need by their students. In fact, teachers must learn to avoid the desire to be constantly needed (if indeed they feel this way.) The main role of the teacher is that of a guide, resource person, and evaluator. Some teachers prefer to sit at a desk and have students come to them, others prefer to move around the room and become more actively involved with their students. Still others prefer a combination of the two.

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Environmental Features

One of the added features that made this program a success was the fact that the classroom was carpeted. This allowed the students to spread the game parts on the floor and one often saw as many as fifteen students sitting on the floor in various parts of the room studying. We no longer had conventional desks in the room but rather, large eight by four-foot tables with chairs. With this arrangement we actually seated more students in a classroom with space still remaining. The tables could be arranged in any order. We changed the room arrangement every few weeks to accomodate moods and activities.

To make learning materials easily accessible I purchased some inexpensive containers of varying sizes and shapes from the housewares section of the grocery and/or discount stores. With a little imagination and creativity it was amazing what became useful in the classroom. Vegetable storage bins that can be stacked were used to keep the comic books neatly stored. Rubbermaid drawer organizers of various sizes and shapes held tapes, flash cards, small books, etc. Of course, ordinary boxes could be used but we found they did not last long enough and decided to invest in the others instead.

The room had cassette tape recorders and headsets for student use. The overhead projector, slide projector, opaque projector, and filmstrip projector were used on occasion. Films from the Austrian National Tourist Office and the German Consulate were shown regularly.

Paraprofessional Aid

Two years ago the district hired a native Swiss-German lady to help in the junior high German classes of the district. The high schools had one too. Our paraprofessional came to school two hours a week the first year and three hours a week this past year. The rest of the time she rotated among the other junior high schools. Her main duties were to circulate about the room talking

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to the students in German and helping them with their assignments. This past year she worked with one advanced group entirely in developing reading, writing, and speaking skills at the high school level of learning. They were an exceptionally gifted group of students. She also worked with remedial students. All the students liked her and she fit very well into the program. My only regret is that she cannot be employed full time.

Evaluation of Phase One

Throughout the first year of this new program my students and I evaluated our work. At the end of each twelve-week period we would fill out a form to evaluate all aspects of the program and to once again list what we would like to be doing but weren't. These comments became the basis for each student's new course of assignments. Many times we did some thorough investigating to satisfy unique requests. It was evident from these evaluations that some students were more interested in learning to speak the language, others would prefer to learn to read more, and a rare few didn't want to learn the language yet or were experiencing difficulties with it and preferred to study independently about the country, people, customs, etc. When assignments were set for each individual, interests and attitudes would often change after seeing what someone else was doing and his reaction to the activity.

The overwhelming response from the students was a positive reaction to the school year. In terms of cost, a lot was saved by not buying new textbooks. We had fun adapting the various materials to our special needs and interests. If a student decided part way through an assignment that for one reason or another he didn't like it, we discussed and analyzed the situation and acted accordingly. Sometimes this meant getting a new assignment, sometimes it meant discovering better ways to learn the material, other times it meant finding someone to do the assignment with the student to make the learning more enjoyable, and still there were some cases when the student

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ended up just talking about the assignment and convincing himself to continue it on his own.

Articulation

The big question in the minds of the teachers interested in this program was the subject of articulation. How were these students going to fare against others when they reached high school, which for some was the next year? Fortunately, the high school teacher who receives most of my students was most cooperative in this venture and allowed me free rein in my project. The only concern she and I had was that my students had covered the same basic material they had the previous year. This meant the majority of students. Knowing the previous program so thoroughly, this was not as big a problem as it might have been for some. After periodic tests were given to check the possibility my students were not learning as much of the required basics as the previous year and seeing that they had managed satisfactorily, my conscience rested over the summer months.

This past year was the first year of any of my graduates under the new program attending high school classes. The results were most rewarding. The students did just as well as those who had learned with the textbook; this includes my former students as well as hers. My students showed enthusiasm using textbooks. In the past some used the same text not only for one or two years with me but for an additional year at the high school. This became monotonous for them. This way all were now less accustomed to using a text and therefore saw it as a positive way to learn. Some students, though, still came back to me wishing they had all the other different materials to learn from.

One game called LUK, Lerne, Ube, Kontrolliere, can be played by all students with advanced knowledge of German. It deals with practically every

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subject in school and unfortunately is too complicated to explain in detail here. It is often borrowed by the high school students.

Phase Two and Three

Phase two represents last year's progress with the program and phase three represents the year ahead. Last year we started with a much firmer idea of where we were going. The learning games were used in the beginning as a review for second and third-year students and as they were the first year for the beginning students. I had since ordered additional supplementary materials still keeping under the budget we would have spent had we invested in a complete new set of texts. Student enrollment went from 90 the first year of the new program to 140 this past year. There was no official research done to determine if the drastic increase was due primarily to the new program but the general impression was that it was. I usually average around 110 students.

One of my former students attended school in Germany last year for six months as an exchange student and I asked him to buy two of the especially worn out games that were so popular. We still use the old ones. The exciting thing about not having to be tied down to one textbook that teaches what the publishers wants us to learn, when they want us to learn, and the way they want us to learn, is that we are truly allowed flexibility in our learning strategies and behaviors. We are allowed the freedom of trial and error, to be what we want to be and to learn what we want to learn, when we want to learn, in the way we want to learn. This is personalized individualized instruction not only for the students but for the teachers as well. No teacher will deny his wish for the single book that would have everything in it he wanted to have his students learn. Instead, he is often forced to adapt his ways and means to a book. I hope this will continue no more.

Although the majority of the teachers in our district are still individualizing their classes based primarily on a given text, there are some who are beginning to try what we at Rose Hill have tried. One of the Spanish teachers in another school in the district tried it last year and agreed that after what seemed like a prolonged pre-text unit, her students responded better and more enthusiastically to the textbook and later went through the chapters much faster with greater ease in retention.

Philosophy/Goals/Objectives

What has become the key to this project continuing in our district is the district plan to adopt course goals and objectives for each discipline based on the principle that they support district philosophy. Beginning last year the foreign language teachers worked to state in writing the broad goals and objectives for teaching and learning foreign languages and cultures. If we can complete this project to the satisfaction of all our teachers, and I think we can, then it won't matter so much how our students learn, in terms of district coordination, but what they learn. If we can agree to what we want students to have the opportunity to learn and to what degree, then the means for reaching these goals will not have to depend on any basic text.

We can pick and choose the realia we want in small quantities to suit the needs and interests of our particular students. Some people may be skeptical and complain that this will lead us right back to where we once were, everybody doing his own thing with no degree of excellence or uniformity existing. The answer to these anxieties as I see it is in the development of district goals and objectives.

Additional Notes

The German classes at Rose Hill Junior High are a mixture of seventh, eighth, and ninth grades. Because students learn at different rates and in different ways, this has posed no problem. In fact, it makes it much simpler

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for the schedulers and the students to insure the students they have less chance of not getting the class they wanted. Since some schedule conflicts do exist, responsible students can take German and Music for example during the same period and arrange a schedule suitable for both classes. This has worked in every case. The key is for both teachers and the student to agree how the plan will be administered.

There is a class called T.A. (Teacher Assistant) offered to all students. This provides each teacher the opportunity to have a teaching assistant for one term during one class period if he wishes, or for more than one period. I have had several German T.A.'s over the past years. Some were not proficient in the language. After sitting down one day and listing all the ways I could use help it turned out I could use assistants who, for example, were not able to maintain interest in German or in anything for that matter, but were able and willing to help me in other ways.

Interest surveys filled out at the beginning of the year by my new students provide an excellent guide for the student and me in helping to arrange a program of studies. They can also be referred to occasionally throughout the year for added assistance. Generally, the whole class does the same assignments at the beginning of the year particularly if they are beginning students, to give them a chance to know me and some of the routines as well as to become confident in the basic sounds and structures of the language.

Whole-class projects are interspersed throughout the year to provide added enthusiasm. Examples are: international night, when students perform for the school and later in the evening for the parents, trips to restaurants and stores, cooking foreign dishes, folk dancing, etc. I often teach the class as a whole for as much as five weeks at a time but by then the students are anxious to do their "own" work. We all agree that both approaches are important and it might be more boring to have total individualization, so we

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periodically include some of the traditional elements as well.

Spanish and French are also offered at Rose Hill Junior High. The French teacher purchased learning games in Vancouver, B.C. and is at about the same stage of development in her classes as we are. She agrees she would never go back to teaching primarily from a basic textbook for the reasons that have been presented in this report.

Another reason my students can adjust so nicely to the high school German class is because the high school is operating on a continuous progress individualized program also and it is agreed that each student will continue in high school at that point in learning where he left off in junior high. Students are placed in levels according to junior high teacher recommendation and achievement tests taken during the first quarter in high school.

Conclusion

In essence, my program has not changed so much in the last two years from what it was previously. My philosophy hasn't changed, nor my goals and objectives. What has changed is the way I have implemented them. I am allowed more creativity in the use of my materials, there are more of them, and my students experience more freedom to choose and be responsible for their learning behaviors.

In an age of teacher, student, parent, and administrative discontent, it is time we all work harder to implement some of the ideas we for so long have been desiring. Think about what you don't like about your field in education, your job, your students, your colleagues. Hopefully your list will be short. Sit down and analyze the problems, seek possible solutions, include the involvement of many sources in the planning and implementation of change, determine basic needs, dare to experiment, arrange for feedback, and share the results with others. If we all work together in the effort to make education worthwhile in all respects and experience some positive results, imagine how much better we'd all feel.

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APPENDIX

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Games used at Rose Hill Jr. High

	Title	Publisher & Number	German ages	Players	1972 Price
1.	Buchstabieren	J. W. Spear & Sohne Spielefabrik und-Verlag. 8500 Nurnberg 13-Postfach Spear-Spiel Nr. 36003	all	1-?	
2.	Das kluge Telefon	Otto Maier Verlag, Ravensburg, Germany # 14.210, 1962.	4-10	1-5	DM. 4,73
3.	Lesetelefon	Otto Maier Verlag, Ravensburg, Germany # 14.220 1970	6-10	1-10	DM. 11,50
4.	Garten Lotto (french too)	same- # 15.017	3-10	4-5	DM 5,00
5.	Tiere aus aller Welt	" # 15.025	4-10	"	DM 5,00
6.	Verkehrs-Quiz (french on it too) (I have 2 of them)	" # 16.554 1971.	8-99	2-10	5,51
7.	Verkehrszeichen-Memory	same # 15.561			DM 9.80
8.	Lesememory	same # 15.560 1971.			DM 9,80
9.	Denken und Sprechen	same # 605 5 851	4-10	2-10	DM 14,80
10.	Wir legen Satze	Schmidt Spiel &Freizeit GmbH Nr. 605,	ab 5	2-6	DM 8,50
11.	Verkehrszeichen Trainer	Verlag Otto Heinevetter Hamburg, # 80.907			DM 18,00
12.	Bilder & Leselotto	F. A. Schmid's Munchener Spielschule # 78527			
13.	Mini LÜK Deutsch 2	# 5161 Erich Haferkamp	for FLLS primarily		DM 3,20
13.a	Arbeitsgerät	# 5100	" "		DM 7,80
14.	LÜK - Lerne, Ube, Kontrolliere.	704 Verkehrserziehung 2 Rudolf Madeya	5-10 Schuljahr		DM 4,20
14a.	Arbeitsgerät	500 *must order			DM 10,90
15.	LÜK,, Englisch 1 Lore Preu)	F750 Heinz Vogel Verlag,und Lehrmittel handlung 294 Wilhelmshaven, Friederikenstraße 28, Germany			DM 3,80
16.	LÜK,Muttersprache I & II	# 851 " "			DM 3,60
17.	LÜK Sachunterricht 2 Jürgen Luhmann	# H880 " "			DM 3,60
18.	LÜK, Verkehrserziehung 1 Grundschule Erich Haferkamp	#703 " "	ALL ONE GAME -Don't need to buy all workbooks		DM 3,20
19.	LÜK,Vergnügliche Sachen Erich Haferkamp	# 3702 "			DM 3,20
20.	LÜK Sachunterricht in der Grundschule, Jürgen Luhmann, # H850				DM 3,60

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Explanation of games according to number on page 21

1. It consists of a peg board, 90 letters, and 20 pieces of heavy-duty cardboard with 5 colored pictures on each including space for the letters to spell the object pictured. Only the correct letters will fit. Stresses vocabulary, cultural authenticity, spelling, the umlaut, and capitalization. 100 nouns
2. Dial the letters of the word correctly and the arrow points to the corresponding picture. 100 nouns
3. Advanced #2. 160 words. Includes verbs as well as nouns.
4. Lotto approx. 50 words.
5. " "
6. Traffic signs with German and English descriptions on separate cards. about 69
7. concentration game with traffic signs
8. Concentration game with picture + word cards. Several possible games in one. Approximately 100 nouns.
9. Matching picture card concepts. Approx 100 nouns.
10. 48 sentences can be formed featuring sentence structure. Approximately 6 words per sentence. The game consists of small heavy-duty cards. The top portion contains a picture part, the lower portion, a sentence part (word). When correctly fit together a sentence is formed. Used for advanced beginning (1st and 2nd year students) (and picture)
11. elaborately designed game concentrating on knowledge of traffic signs and their meanings in German.
12. Lotto.
13. game can be played alone or with small group. There is an answer board (Arbeitsgerat) that must be purchased along with the workbooks. Players must match plastic numbered pieces with corresponding number on answer board after selecting a proper answer from the workbook. When all 24 questions are answered, the board is closed, turned over, opened, and if all answers are correct, a colorful geometric design appears. Students look forward to seeing the design as there are about 25-30 different varieties. Depending on the workbook used, this game is designed for ages 5-99. Good through advanced high school classes. If all workbooks are ordered, this game presents subject matter in every subject imaginable for school classroom courses. Useful, practical, information. Highly recommended.

Games 1-9 and 12 are definitely for beginning students.
Games 10, 11, and 13 are for advanced levels primarily.

Games can be learned in order of difficulty stressing vocabulary, spelling, knowledge in many areas, reading skills, and culture.